Disciplines Handbook
Academic Senate for California Community Colleges

Standards & Practices Committee

Discipline List Revision Handbook

Standards and Practices Committee 2018-19

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Foreword

In spring of 2013, the delegates passed resolution 10.07 requesting that the Academic Senate for California Community Colleges (ASCCC) consolidate information related to the Disciplines List Process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards and Practices (S&P) Committee (S&P). In response to this resolution and to the need to ensure that the process is clear and effective, the S&P Committee prepared a handbook to provide faculty members with a guide to the disciplines review process.

In fall 2016, the delegates passed resolution 10.01 changing the discipline process from a two-year cycle to an annual cycle and requested the handbook be amended to reflect this change.

Purpose

In the late 1980s, the Academic Senate developed a process for determining the initial minimum qualifications for faculty to teach at a California community college. The California Community Colleges System replaced its former credentialing system with a system of Minimum Qualifications in 1990. The document listing the minimum qualifications (*Minimum Qualifications for Faculty and Administrators in California Community Colleges*) is commonly called the Disciplines List. Faculty members recommend changes and/or revisions to existing disciplines or additions to the List), and the Academic Senate facilitates hearings and voting on the changes. The Academic Senate developed and continuously refines the review process to determine the disciplines. Currently, every two years, the Academic Senate conducts a process to determine what changes, if any, are needed to bring the Disciplines Lists up to date. During the process, local academic senates, colleges and districts, students, professional

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organizations, other interested parties, and Chancellor's Office staff are solicited for recommendations to change the Disciplines List. Once the process has been completed, the Academic Senate consults with the Chancellor's Office on the changes and additions, and a recommendation is forwarded to the Consultation Council for review and then to the Board of Governors for adoption.

10.07 S13 Improvements to the Disciplines List Process

Whereas, The Academic Senate for California Community Colleges reviews the Disciplines List in the Minimum Qualifications for Faculty and Administrators in California Community Colleges every two years to recommend additions and changes to the Board of Governors;

Whereas, During every two-year cycle the Academic Senate evaluates the process used to revise the disciplines list and makes modifications as necessary (e.g., recommending a new category requiring a "Specific Bachelor's degree or Associate Degree List" during the last review);

Whereas, Transparency, awareness, participation, and a thorough understanding of the Disciplines List review process is difficult since the process only occurs every two years; and

Whereas, While the current Discipline List Revision Process provides directions and timelines to the field, there is limited information about the entire process including the roles and responsibilities of Senate committees and how the Executive Committee makes determinations;

Resolved, That the Academic Senate for California Community Colleges consolidate the information in the three Disciplines List Process documents, and pertinent information from the paper, Disciplines List Review Process (Academic Senate Standards and Practices Committee, 2004) to create a Disciplines List Process Faculty Handbook to ensure all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards, Equity, Access, and Practice Committee to ensure clarity and effectiveness of the process; and

Resolved, That the Academic Senate for California Community Colleges work to perfect the Disciplines List Process so that it is more inclusive and thorough to ensure that recommendations to the Board of Governors are based on the perspective of a broad group of faculty and not the voices of a few.

Recently, delegates raised concern regarding the Discipline List Revision process and passed the following resolution:

10.01 F16 Annual Consideration of the Disciplines List Proposals

Whereas, The Academic Senate for California Community Colleges (ASCCC) Disciplines List Process has been established in accordance with the requirements of Education Code §87357, which states that the

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Board of Governors will establish a process for reviewing faculty minimum qualifications at least every three years and that they rely primarily on the advice and judgment of the ASCCC to establish that process;

Whereas, Resolution 10.01 F05 recognized the need for shortening the time between Disciplines List revisions from three years, with the time subsequently shortened to two years;
Whereas, The Disciplines List Process was revised in Spring 2014 to allow for the year-round submission of proposals to revise the Disciplines List while maintaining the requirement that proposals be considered for action by the ASCCC every two years; and

Whereas, The establishment of the Strong Workforce Program in 2016 has resulted in calls for a more nimble and responsive Disciplines List Process;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Process to allow Disciplines List revisions to be considered for action at least annually and to amend the Disciplines List Handbook accordingly; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to publish annually the Minimum Qualifications for Faculty and Administrators in the California Community Colleges.

History of the Discipline List[1]

Below is a listing of important dates and key events in the development of the Disciplines List:

- The relevant sections of Education Code were adopted by the Legislature in September 1988 as part of AB 1725, the community college reform bill.
- The complete disciplines list was designed to replace the system of credentials that was in force until June 30, 1990.
- Significant amendments were made by AB 2155 and SB 1590 (1989), SB 2298 (1990), and SB 343 (1993). Faculty internship programs were authorized by SB 9 (1991).
- The Disciplines List was adopted in July 1989 and has been revised 11 times (1990, 1991, 1993, 1996, 1999, 2002, 2005, 2007, 2009, 2011, and 2013)[2]
- Separate from the Disciplines List, Title 5 regulations specify minimum qualifications for certain other faculty members, including health service professionals, non-credit instructors,

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[1] The full history of the Disciplines List Revision process is provided in the ASCCC adopted 2004 publication Discipline List Review Process found on the Senate's website at http://asccc.org/sites/default/files/DisciplinesListReview2004.pdf
[2] Archived editions of the Disciplines List are available on the ASCCC website at https://asccc.org/disciplines-list-archives .

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apprenticeship instructors, DSPS personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Prior to 1989, the California Community College Board of Governors delegated the Disciplines List Revision process to the Academic Senate and adopted the following Education Code language.

Education Code §87357

In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

(1) With regard to minimum qualifications for faculty, consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate, and with regard to minimum qualifications for instructional or student service administrators, consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. In either case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

(2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

● The board-of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term "discipline" and shall prepare and maintain a list of disciplines that are "reasonably related" to one another, as that phrase is used in the minimum qualifications. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term "discipline," the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the practical ramifications of any proposed definition of the term "discipline" on issues of reassignment,

transfer, and reduction in force.

The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master's degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

Discipline List Process

Overview of the Process

In February, of every ~~even~~ year, the Senate will distribute the Disciplines List Process to the field. A packet of information about the process including procedure and timeline are sent to a wide variety of constituents including local senate presidents, college presidents, chief instructional officers, curriculum chairs, human resources officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. At this point, local senates, discipline or professional organizations, may begin submitting proposals.

1. Local Senate proposal: Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposal, which is demonstrated by the signature of the local senate president to acknowledge local senate support.

2. Discipline or professional organization: Any member of a statewide organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization's president must sign the Disciplines List Change Proposal Form.

In March, the Discipline Process and any proposed changes are discussed at the state level including discussions at Area meetings, plenary breakout sessions, and ~~reinforced~~ published ~~by~~ **in** *Rostrum* articles or other communications.

Proposal Deadline: The deadline for submitting proposals is September 30 each ~~even~~ year. This allows for initiators of proposals to work with Academic Senate's Standards and Practices (S&P) Committee to refine the proposal and ensure that all evidence and supporting documentation is substantive and accurate. Please note that if the proposal does not meet ~~all the~~ requirements and ~~cannot~~ have two hearings, the proposal will be postponed until the ~~next two-year cycle.~~ following year.

Discipline Hearings: two hearings are held so that there is an opportunity for the field to provide oral or written testimony in either support or opposition to the proposal. For completed proposals received by September 30, the first hearing would be held at Fall Plenary and the second hearing

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would be held at the subsequent Spring Plenary.

Proposals

Any Disciplines List proposal must be submitted on ~~the~~ appropriate form (see Appendix). As noted on the form, the proposal must ~~have~~ include ~~the following~~ supporting evidence. ~~This~~ Supporting evidence is essential because it provides the S&P Committee, the Executive Committee, and the delegates with the rationale about why the change is needed ~~as well as~~ and informs the field that ~~the~~ appropriate and sufficient research has been ~~completed~~ ~~done~~perfomed to ~~ensure that the change is necessary~~ support the proposed change(s).

The following information should be included in any Disciplines List Proposal:

Required investigation and statement of findings of the following ~~and statement of findings~~:
   ○ Contact with the professional organization(s) to determine support of proposal

Evidence of degrees within the proposed revision of the discipline or new discipline. Please list the titles of the degrees and programs to document the need for a new or revised discipline.
   ○ Minimum of three degrees
   ○ Regionally accredited institutions (all public institutions in California)
   ○ Disciplines in the Master's List requires evidence of the availability of masters degrees
   ○ Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
   ○ Statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region.
      ■ Balance of need across the state
      ■ Discipline seconder from another district
   ○ Impact of Proposal
      ■ Impact across the state
      ■ List the pro and con arguments
      ■ Include refutation of the con arguments
   ○ Other evidence such as significant changes to the field that requires a change to the Disciplines List.

Submission

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and

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rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

The initiator or designee must be present at each hearing. A proposal must be presented twice to the field at separate~~, but not necessarily subsequent,~~ hearings at plenary sessions.

Roles and Responsibilities

Initiator

In an effort to ensure that the proposal process is smooth and efficient, the initiator of the proposal should ensure that the proposal is clear and complete. A complete proposal will provide all the information requested on the form including any existing language for revisions to the Discipline List or new language for adding a discipline to the Disciplines List. The evidence submitted should ~~provide for~~ <u>explain</u> the need for the change, <u>the </u>degrees offered by CSU/UC or other universities, and any other criteria needed to provide background <u>information </u>to those who may or may not be familiar with the issue. The initiator should also <u>be prepared to</u> respond to any requests for information from the S&P <u>Committee</u> Chair or committee member. If the initiator does not respond in a timely manner to meet <u>the</u> deadlines established by S&P, the proposal may not be forwarded to the next hearing. This is extremely important because if questions or requests for information are not provided in a timely manner, the proposal may not have adequate time for review. Finally, the initiator <u>(or and informed designee)</u> must be present ~~to~~<u>at</u> both hearings where the proposal is presented.

S&P Chair

The S&P Committee Chair should ensure that the Disciplines List Revision process is efficient and the proposals are logical. Specific responsibilities include:

- Oversee the process
- Work with Senate Staff to initiate the process
- Investigate the efficacy of the proposals
- Seek information from the initiator for clarity and/or missing evidence
- Educate the Executive Committee on the process, their role in the process, and <u>any existing or potential</u> proposals
- Facilitate the S&P Committee work

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- Draft *Rostrum* articles on the process
- Prepare the Executive Committee agenda item for the Disciplines List Revision process and proposals for discussion/action as necessary. This item will include summary report and resolutions when appropriate.

Senate Staff

The senate staff will help facilitate the Disciplines List revision process, including such tasks as:

- Assist the S&P Committee Chair to prepare correspondence and other items as necessary
- Communicate with CEOs, CIOs, Curriculum chairs, local senate presidents, professional organizations, and human resources offices
- Provide clear expectations via timelines developed by the S&P Committee
- Notify the field about the discipline process in the *Rostrum*, on the ASCCC website, and via listservs (senate president, curriculum chairs, as well as C-ID discipline and Chancellor's Office listservs)
- Publish hearing testimonies and documents to the Senate website
- Work with S&P Committee Chair to prepare a digest for the Consultation Council, an agenda item for the Board of Governors, and update the MQ document
- Collaborate with the Chancellor's Office staff to ensure that the final MQ document is correctly published and available online

Standards and Practices Committee

One of the major responsibilities of the S&P Committee is to oversee the Disciplines List Revision process. Specifically related to this process, the Committee will:

- Receive, review, and work with initiator to clarify proposals
- Prepare a summary report for dissemination to the field
- Facilitate hearings and record the testimonies
- Collect testimony and hearing information
- Summarize proposals and prepare a report for the Executive Committee and field

In addition, the S&P Committee is responsible for educating the field, local senates, delegates, and the Executive Committee regarding the process and procedures for revising the Discipline's List. This training includes but is not limited to webinars, breakouts at pPlenary sSessions and other events (Leadership, Curriculum, etc.), regional events, or technical faculty visits.

Executive Committee

The Executive Committee is responsible for forwarding proposals to the body for deliberation. Hence, it

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is the responsibility of Executive Committee members to understand the process, procedures, expectations, and their role. This may require that the S&P Committee Chair provide Executive Committee members with training about the process and information about specific proposals. The duty of the Executive Committee is not to approve revisions to the Disciplines List but instead to confirm that the process has been followed and that sufficient evidence exists for the proposal to be debated by the body. Once they have confirmed that the process has been followed and sufficient evidence exists, the Executive Committee will approve sending a resolution forward to the body for deliberation. Through the resolution process, the body will vote on whether to send the revision forward to the Board of Governors for consideration. If an Executive Committee member has experience in the discipline, he or she should work with his/her college and/or discipline group to inform the discussion and testify at hearings as long as they clearly identify that they are providing input as a discipline expert, not as an Executive Committee member. This is important to avoid any confusion about the role of the Executive Committee, particularly since the Executive Committee is not the approving body that approves revisions to the Disciplines List but is instead only verifying the veracity of the process and sending the proposal to the body for discussion and debate.

Appeal Process

If a proposal is rejected by the Executive Committee due to insufficient evidence then the initiator may submit a resolution through an Area Meeting or at Plenary Session requesting submission of the proposal into the hearing process for discussion and debate by the body.

If a proposal is rejected by the body, then the proposal may be re-submitted but will need to be significantly modified and include new rationale and evidence for why it is being brought forward again.

Hearings and Testimony

Every discipline revision must be heard at a hearing prior to being forwarded to the Executive Committee for consideration. The hearings provide the field with an opportunity to hear the rationale and evidence about why the revision is needed, as well as to provide feedback to the initiator. During each hearing, testimony in either support or opposition is gathered, summarized, and published to inform the field about the proposed revisions to the Disciplines List. Changes to the proposal can occur at the first hearing but then must be heard again in its final form prior to moving forward to the body for debate and possible adoption. The hearing that coincides with voting on the resolutions to adopt Disciplines List Revisions is for the sole purpose of clarifying and discussing the final proposals to inform Saturday's discussion and debate.

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Conditions and <u>Rationale</u> for Changes to the Disciplines List[3]

The following examples provide conditions and rationale that may establish a need for change to the Disciplines List. The intent of these comments is to provide direction for preparing or reviewing a proposal to change the minimum qualifications for a discipline.

Proposals to Update Language to Reflect New Terminology

Condition: A degree is no longer awarded under the exact name used in the disciplines list. For example, at nearly all California State Universities, what previously was called *Physical Education* is now called *Kinesiology.* The discipline of *Physical Education* is now viewed as a specialization in the field of *Education* and *Kinesiology.*

Comment: Although this may be interpreted as a new discipline; in fact, it is actually a <u>revision</u> to the existing discipline. These types of changes are straightforward proposals.

Proposals to Create a New Discipline

Condition: A completely new field has developed that truly is not covered in any existing discipline. For example, *"Peace sStudies"* was added in 2013 when it was established as a discipline.

Comment: The proposal would need to demonstrate that the proposed discipline requires its own status and does not belong under an existing discipline.

Condition: An area within an existing discipline has evolved such that it should have its own status as a separate discipline. For example, in the 2002 review the argument was made and accepted that *Sign Language, American* should be a separate discipline from *Sign Language/English Interpreting*. They now are separate disciplines (on the non-master's list).

Comment: The proposal will need to demonstrate that the newly proposed discipline is indeed distinct from the discipline in which it is presently included.

Proposals to Make an Existing Discipline's Minimum Qualifications <u>MORE</u> Restrictive

Condition: To reconsider the appropriateness of a discipline's current minimum qualifications, specifically to make them MORE restrictive. For example, it has been argued that one who

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3 Many of the following questions and answers were included in the original ASCCC adopted 2004 publication Disciplines List Revision Process.

possesses a Master's in Creative Writing (usually a Master's in Fine Arts) should not be considered minimally qualified to teach <u>all</u> English courses.

Comment: Support for this type of proposal needs to be substantial and well-documented. Essentially, this type of proposal argues that the original minimum qualifications are inadequate and that they need to be adjusted. Such action will result in decreasing the number of faculty considered qualified to teach in that discipline. The proposal should focus on making the actual case, rather than assuming that more restrictive minimum qualifications will necessarily improve the quality of teaching within the discipline. Currently, a separate Creative Writing discipline does not exist in the Disciplines List.

Proposals to Make a Currently Existing Discipline's Minimum Qualifications <u>LESS</u> Restrictive

Condition: To reconsider the appropriateness of a discipline's current minimum qualifications, specifically to make them LESS restrictive.

Comment: As with the proposal to make minimum qualifications more restrictive, the proposal should argue that the original minimum qualifications were too stringent and that they need to be adjusted. Such action will result in increasing the number of faculty considered qualified in that discipline. This proposal should focus on requirements needed to ensure that faculty are qualified to teach *(or provide services)* <u>in the discipline</u> ~~(or provide services)~~ and not on other expected effects such as increasing the hiring pool. Note that many of the reasons for changing the Disciplines List that have been previously rejected were requests to relax the standards. See the following section for conditions of proposals determined to be unacceptable.

Condition: To institutionalize a qualification that is commonly used as an equivalency for a particular discipline.

Comment: Authors need to be careful with this one. "Because everyone is already doing it" is not a good reason. The proposal should take the position that expansion of the minimum qualifications for that discipline is appropriate because such qualification really does confer the <u>depth and breadth of</u> expertise required to teach within the <u>entire</u> discipline.

Condition: A license, credential, or other certification *not already covered by Title 5* has become universally recognized as equivalent to an already named degree.

Comment: In the past, many proposals that have been received have **not** been advanced because they are already covered in Title 5. Check there first. For example, § 53410.1 specifies that a bachelor's degree plus certain professional licenses (i.e., Certified Public Accountant (CPA); Marriage, Family, and Child Counselor; Professional Engineer; Registered Dietician) may be accepted as <u>equivalent</u> to a master's degree. Title 5 §53417 establishes requirements for licensure or credentials when that license or credential is required for program or course

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approval. If a license or other credential is not specified in this section of Title 5, then it may be an appropriate matter for the Senate to consider.

Reasons Considered Unacceptable for Submitting Proposals

Condition: A proposal to delete a discipline because the discipline faculty feel that the minimum qualifications required are inadequate and that there is an existing discipline that is more appropriate.

Comment: Before moving forward with this type of proposal, there needs to be a broad discipline discussion across the state. Different regions may be using the disciplines differently—the loss of the discipline for one district may be negligible while in another it might be catastrophic. Rather than deleting the discipline, a more constructive avenue may be to have a discussion of the merits of raising the minimum qualifications. The proposal should focus on requirements needed to ensure that faculty are qualified to teach *(or provide services)* in the discipline ~~(or provide services)~~ and not on other expected effects such as increasing (or decreasing) the hiring pool. In addition, in a situation where there are overlapping minimum qualifications (e.g. Drama/Theatre Arts and Stagecraft) local faculty can choose which minimum qualifications are attached to their curriculum—effectively they can choose whether or not to use the less restrictive minimum qualification.

Condition: A district is having trouble finding qualified candidates within a discipline area and expanding the minimum qualifications would remedy that problem.

Comment: This is a district-specific problem and should not be addressed by changing the minimum qualifications for the entire system. To do so could potentially compromise the quality of instruction and other services, as well as the professionalism of faculty.

Condition: A district is having trouble finding enough load for certain faculty members, and expanding the disciplines that person's degree qualifies him or her to teach will enable the district to fill their load~~s~~.

Comment: This is a district-specific problem and should not be addressed by changing the minimum qualifications for the entire system. To do so could potentially compromise the quality of instruction and other services, as well as the professionalism of our faculty.

Condition: A new discipline is proposed on the basis of there being a TOP code for it.

Comment: TOP codes are developed by the Chancellor's Office as a tracking and bookkeeping mechanism. They are not related to the defined minimum qualifications on the Disciplines List.

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Discipline List Timeline

Month/Year	Process
February (each ~~even~~ year)	**Distribution of Process to the field**. The Senate Office sends requests for proposals to local senate presidents, college presidents, chief instructional officers, curriculum chairs, human resources officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. The material contains information on the process and a timeline for submission. Examples include: • **Rostrum** announcement and description of process • **Website** posting of announcement and description of process

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March (each even year)	**Submission of Proposals.** Proposals may be submitted to the Senate Office <u>in the following ways</u>:
	
	● ***Through Local Senates:*** Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposals, with the signature of the local senate president to acknowledge local senate support, to the Senate Office.
	● ***Through a discipline or professional organization***: Any member of an organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization's president must sign the Disciplines List Change Proposal Form.
	
	The Disciplines List process is sustained through:
	● Discussions at Area Meetings
	● Breakout Discussions at Spring Plenary
	● Update(s) in *Rostrum Articles* on the process
	
	Initial review BEGINS when proposals are received and continues <u>until the proposal has had two hearings.</u> The Senate Staff and the Standards & Practices Committee perform an initial review of proposals using the following required investigation ~~of the following~~ and statement of findings:
	○ Contact with the professional organization to determine support of proposal
	○ Evidence of degrees within the proposed revision of the discipline or new discipline. Please list the titles of the degrees and programs to document the need for a new or revised discipline.
	    ■ Minimum of three degrees
	    ■ Regionally accredited institutions (all public institutions in California)
	    ■ Disciplines in the Master's List requires evidence of the availability of masters degrees
	    ■ Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
	○ Statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region.
	    ■ Balance of need across the state
	    ■ Discipline seconder from another district

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    ○   Impact of Proposal

        ▪   Impact across the state

        ▪   List the pro and con arguments

        ▪   Include refutation of the con arguments

    ○   Other evidence such as significant changes to the field that requires a change to the Disciplines List.

In addition, the proposal must
- be complete and accurate;
- does not exceed the scope of the Disciplines List review process;
- has not previously been considered and rejected by the plenary session or, if it has, it is supported by a new rationale; and
- is not being submitted to deal with a district-specific problem that does not apply broadly.

Revising Proposals with Problems. Standards & Practices Committee Chair will contact the author of the proposal to help resolve the problem.
- If problems are resolved to the satisfaction of the Committee, the proposal will be considered.
- The proposer may withdraw a proposal.

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April
(each ~~even~~ year)

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- ~~Process reinforced at Area Meetings.~~ Proposals are discussed at Area Meetings.
- Executive Committee reviews potential outcomes of change(s).
- Submit *Rostrum* Article on proposals and process.
- At this point, the summary will **not** include recommendations from the Executive Committee but instead provide information to the field on the proposals received and that are scheduled to be discussed at the Spring Plenary Session.
- Spring Plenary Session—<u>A preliminary session</u> on process and any proposals received. ***[Note: At a minimum proposals must be vetted at two of the statewide hearings]***

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September~~/October~~
(each ~~even~~ year)

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Second and final call for proposals this cycle.
- Senates and organizations can submit new proposals or revise proposals already submitted that were found to require revisions. .
- The summary document will be distributed and include all proposals (new and updated). Any testimony information will be included in the summary.
- Proposals will be discussed at Area Meetings.
- Any interested party may submit written comments to the Committee, via the Senate Office.
- Standards & Practices Committee will update summary document with any new proposals, which will be included in the mailing for the Area Meetings. The summary will **not** include recommendations from the Executive Committee but instead provide information to the field on the proposals received and to be discussed at the Fall Plenary Session (~~even~~ <u>each</u> year~~s~~).

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September 30 (each even year)	● **No new proposals will be accepted after September 30th to ensure timely opportunities for the publication and vetting of proposals prior to the Fall Plenary session. All proposals submitted beyond the September date will be held over to the next discipline review cycle.**
	~~next Discipline Review cycle.~~
September/ October (each even year)	● The summary document will be distributed and include all proposals (new and updated). Any testimony information will be included in the summary. ● Discussed at Area Meetings. ● Any interested party may submit written comments to the Committee, via the Senate Office.
November (each even year)	● Fall Plenary Session—<u>Hearing</u> on process and any proposals received. All testimony is collected. *[Note: At a minimum, proposals must be vetted at two ~~of the~~ statewide hearings]* ● Submit *Rostrum* Article on proposals and process
January/February (subsequent year)	Submission to Executive Committee. ● The Standards & Practices Committee Chair presents the proposals, evidence, and testimony to the Senate Executive Committee. ● The Senate Executive Committee considers each proposal for recommendation to move forward to the body for discussion and debate. ● If the Executive Committee recommends that the proposal not be forwarded to the body for discussion or debate, the initiator is contacted and given the opportunity to withdraw the proposal and provide additional information at a later date or engage the appeal process.
March (subsequent year)	● Summary document with Executive Committee positions will be included in the mailings for the Area meetings. ● Discussion at Area Meeting ● *Rostrum* Article published (summary of additional proposals)
April (subsequent year)	● Spring Plenary Session—The hearing that coincides with voting on the resolutions to adopt the Disciplines List Revisions is for the sole purpose of clarifying and discussing the final proposals to inform Saturday's discussion and debate. ***[Note: At a minimum, proposals must be vetted at two of the statewide hearings]*** ● Delegates vote on Discipline changes. ● No changes may be made to the proposal, including amendments, during the Spring Plenary session, and proposals may not be withdrawn. [No changes can be made ~~when the field has not had~~ *before* the field has had an opportunity to comment on them.]

Discipline List Revision Handbook

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Appeal Process:

- If a proposal is rejected by the Executive Committee due to lack of evidence, the initiator may submit a proposal in the form of a a resolution through an Area Meeting requesting the submission and hearing of the proposal for discussion and debate by the body.
- If a proposal is rejected by the body, ~~then~~ the proposal may be re-submitted but *it* will need to be modified significantly and include convincing new rationale and evidence ~~for why it is being brought~~ *bringing it* forward again.

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<td>May/June (subsequent year)</td>
<td>Consultation with CIOs, CEOs, and COFO (faculty organizations). Informal consultation with personnel officers. This is done in accordance with the Consultation Council agenda. Council members may comment on the process, but not on the recommendations.</td>
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<tr>
<td>July (subsequent year)</td>
<td>Submit proposal to BOG (First reading): Each proposal adopted by the Senate is forwarded to the Board of Governors as a recommendation. The Board of Governors considers the recommendations of the Senate and formally acts on them. To date, the Board of Governors has accepted all recommendations of the Senate.</td>
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<tr>
<td>September (subsequent year)</td>
<td>BOG (Second Reading)</td>
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<tr>
<td>February (subsequent year)</td>
<td>Restart process for new cycle.</td>
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RESOURCES

~~More FAQs can be found on the ASCCC website at~~

~~http://asccc.org/sites/default/files/Enclosure204_MQs_FAQs_September2008_0.doc.~~

~~Relevant ASCCC papers, documents, *Rostrum* articles, Resolutions as well as relevant regulations, Education Code sections or other legal requirements are included in the appendix.~~

1. Archived editions of past adopted minimum qualifications documents since initial adoption.~~http://asccc.org/disciplines-list-archives~~ – https://asccc.org/disciplines-list-archives)
2. AB 1725: https://edsource.org/wp-content/uploads/old/ab1725.PDF
3. Title 5 Regulations: https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I3C0A67A0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)
4. Education Code: http://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=
    a. Education Code **§** 87360
    b. Education Code **§** 87357
    c. Education Code **§** 87610
    d. Education Code **§** 70902
    e. Education Code **§** 87150
5. *Rostrum* Articles

June	2013	It's Time to Integrate All Faculty Minimum Qualifications into the Disciplines List	http://asccc.org/content/it%E2%80%99s-time-integrate-all-faculty-minimum-qualifications-disciplines-list
April	2001	Disciplines List Review Begins	http://asccc.org/node/176553
March	2013	Controversies at Disciplines List Hearings	http://asccc.org/node/176452
May	2007	Disciplines Lists - Breakout on the Structure ("Exploring New Approaches") and Hearing on Proposals	http://asccc.org/node/176745
February	2002	The Disciplines List Hearings	http://asccc.org/node/176540
October	1998	Disciplines List Revisions	http://asccc.org/node/176651
April	2013	Got Associate Degree Equivalency Guidelines?	http://asccc.org/content/got-associate-degree-equivalency-guidelines
December	2008	Disciplines List Proposals: What Do They Want to Change Now?	http://asccc.org/content/disciplines-list-proposals-what-do-they-want-change-now
December	2010	Considerations for Moving Noncredit MQs from Title 5 to the Disciplines List	http://asccc.org/content/considerations-moving-noncredit-mqs-title-5-disciplines-list

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September	2004	Discipline List Revision	http://asccc.org/node/176479
March	2004	Disciplines List Review Preparation	http://asccc.org/node/176489
February	2006	The Time-Lines They Are A Changin': The New Disciplines List Review Process	http://asccc.org/node/176658
September	2008	Understanding Interdisciplinary Studies	http://asccc.org/content/understanding-interdisciplinary-studies
October	2001	Standards and Practices	http://asccc.org/node/176559
September	2010	Discipline Specialization	http://asccc.org/content/discipline-specialization
September	2006	Government, Disciplines, and Accreditation	http://asccc.org/node/176702
March	2009	Challenge Your MQ Knowledge	http://asccc.org/content/challenge-your-mq-knowledge
May	2011	Interdisciplinary? What were we thinking?	http://asccc.org/content/interdisciplinary-what-were-we-thinking
February	2007	The Issue of Establishing Equivalency in Noncredit	http://asccc.org/node/176719
September	2009	"On the Other Hand. There Is No Other Hand"	http://asccc.org/content/other-hand-there-no-other-hand
December	2007	MQs, Equivalencies and Eminence, Oh My!	http://asccc.org/content/mqs-equivalencies-and-eminence-oh-my
December	2003	Complications in Determining Faculty Minimum Qualifications	http://asccc.org/node/176524
December	2008	Just the Minimum Facts	http://asccc.org/content/just-minimum-facts
January	2010	It's Not FSAs	http://asccc.org/content/it%E2%80%99s-not-fsas
April	2010	Minimum Qualifications Equivalency Standards and Criteria – A New Journey	http://asccc.org/content/minimum-qualifications-equivalency-standards-and-criteria-%E2%80%93-new-journey
November	2011	Separating Learning Assistance and Tutoring	http://asccc.org/content/separating-learning-assistance-and-tutoring
April	1998	What is Needed to Realize the Vision of AB 1725?	http://asccc.org/node/176631
May	2008	Eminence-Do I Know It When I See It?	http://asccc.org/content/eminence-do-i-know-it-when-i-see-it
December	2004	Survey of Equivalency Practices Reveals Problems	http://asccc.org/node/176467

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November	2011	Transfer Model Curricula: Preserving the Integrity of Transfer Associate Degrees	http://asccc.org/content/transfer-model-curricula-preserving-integrity-transfer-associate-degrees
January	2010	Ethnic Studies Requirement: Understanding It and Fulfilling It.	http://asccc.org/content/ethnic-studies-requirement-understanding-it-and-fulfilling-it
September	2007	Minimum Qualifications Audits	http://asccc.org/content/minimum-qualifications-audits
May	2005	On Red Stars, White Guys, and Trailer Trash; Non-random Musings on Owning our Symbols	http://asccc.org/node/176447
May	2001	The Integrated Interview – Re-thinking the Faculty Hiring Process	http://asccc.org/content/integrated-interview-%E2%80%93-re-thinking-faculty-hiring-process
December	2003	Equivalency Training	http://asccc.org/node/176525
January	1998	President's Message: Strengthening the Academic Senate Role in Governance	http://asccc.org/node/176620
May	2006	A Snapshot of Noncredit in the California Community Colleges	http://asccc.org/node/176686
March	2005	The Proposal to Increase Funding for Noncredit Instruction	http://asccc.org/node/176450
February	2012	Julie's Inbox	http://asccc.org/content/julie%E2%80%99s-inbox-3
February	2008	Have You Heard About the Two-Year Rule and Accreditation?	http://asccc.org/content/have-you-heard-about-two-year-rule-and-accreditation
October	1998	Overuse and Undercompensation of Part-Time Faculty in the California Community Colleges	http://asccc.org/node/176639
September	1997	California Citizen Commission on Higher Education	http://asccc.org/content/california-citizen-commission-higher-education
September	2008	Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard	http://asccc.org/content/academic-excellence-why-californias-community-colleges-need-7525-full-time-faculty-standard
May	2005	Administrators in Our Midst: Retreat Rights and Evaluation	http://asccc.org/node/176442
November	2009	The Accelerated Learning College, California Leadership Alliance for Student Success, and Embracing Faculty Leadership	http://asccc.org/content/accelerated-learning-college-california-leadership-alliance-student-success-and-embracing-fa
February	2012	Noncredit and Credit Basic Skills - A Provocative Balance	http://asccc.org/content/noncredit-and-credit-basic-skills-provocative-balance

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December	2007	Julie's Inbox	http://asccc.org/content/julies-inbox
May	2011	http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it	http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it
March	2011	Sustaining Sustainability: A Role for Curriculum	http://asccc.org/content/sustaining-sustainability-role-curriculum
May	2011	The Case for Course Completion as the Single Measure of Student Success	http://asccc.org/content/case-course-completion-single-measure-student-success
November	2005	Blurring the Distinction Between Credit and Noncredit Dos and	http://asccc.org/node/176421
		Don'ts	
May	2005	The Forgotten Ones: Whom Do We Represent?	http://asccc.org/node/176445
February	2006	An Ounce of Prevention is Worth a Pound of Cure: Getting Ahead of the Enrollment Chase in Distance Education	http://asccc.org/node/176674
May	2007	CTE: A Five Year Plan to Help Link Planning to the Budget	http://asccc.org/node/176740
December	2006	To Diversify Faculty, Interrupt the Usual and Seize Opportunities	http://asccc.org/node/176706
December	2004	Occupational Programs. Everybody's Business	http://asccc.org/node/176461
December	2003	A Principled Perspective: Something to Act Upon Or, Making a List and Checking it Twice	http://asccc.org/node/176515
October	2003	Equity and Diversity. Implementation and the Role of Local Senates	http://asccc.org/node/176511
October	2003	Access? To What?	http://asccc.org/node/176502
October	2018	Looking at Equivalency Differently: Rethinking Equivalency to General Education	https://www.asccc.org/content/looking-equivalency-differently-rethinking-equivalency-general-education
April	2018	The Disciplines List Revision Process is Now Annual and Starts Now!	https://www.asccc.org/content/disciplines-list-revision-process-now-annual-and-starts-now-0
February	2018	Untangling the Knots —Minimum Qualifications, Faculty Service Areas, Placing Courses within Disciplines and Other Fun Stuff	https://www.asccc.org/content/untangling-knots-%E2%80%94minimum-qualifications-faculty-service-areas-placing-courses-within

February	2018	Busting Equivalency Myths: An Equivalencies Chair's Perspective	https://www.asccc.org/content/busting-equivalency-myths-equivalencies-chair%E2%80%99s-perspective
February	2018	ASCCC Efforts to Support and Advocate for Noncredit Instruction — A Review	https://www.asccc.org/content/asccc-efforts-support-and-advocate-noncredit-instruction-%E2%80%94-review
September	2016	Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines	https://www.asccc.org/content/who-gets-teach-course-importance-assigning-courses-disciplines

6. Publication

Fall	2004	Disciplines List Review Process	http://asccc.org/node/174995
Recurrent	2012	Minimum Qualifications for Faculty and Administrators in the California Community Colleges	http://asccc.org/node/174932
Spring	2004	Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas	http://asccc.org/node/174989
Fall	2006	Equivalence to the Minimum Qualifications	http://asccc.org/node/175009
Fall	1988	Sections of AB 1725 Affecting Academic Senates	http://asccc.org/node/174791
Spring	1999	Revised Equivalence to the Minimum	http://asccc.org/node/174924
		Qualifications	

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Fall	1989	Equivalence to the Minimum Qualifications	http://asccc.org/node/174923
Spring	1991	Hiring Effective Faculty: An Introduction	http://asccc.org/node/174929
Spring	1994	Placement of Courses within Disciplines	http://asccc.org/node/174858
Spring	1991	Basic Skills: Ad Hoc Basic Skills Committee Final Report	http://asccc.org/node/174842

7. Breakout Materials

Fall	2012	Evolution and the Minimum Qualifications Disciplines List: Integrating Outliers Into the Disciplines List	http://asccc.org/content/evolution-and-minimum-qualifications-disciplines-list-integrating-outliers-disciplines-list
Spring	2013	Discipline List Process	http://asccc.org/content/discipline-list-process
Spring	2012	Minimum Qualifications	http://asccc.org/content/minimum-qualifications-1
Fall	2010	Minimum Qualifications and Equivalencies Training	http://asccc.org/content/minimum-qualifications-and-equivalencies-training
Fall	2011	Minimum Qualifications	http://asccc.org/content/minimum-qualifications-0
Fall	2011	Hot Topics in Minimum Qualifications Related to Title 5	http://asccc.org/content/hot-topics-minimum-qualifications-related-title-5

Discipline List Revision Handbook

REVISIONS TO DISCIPLINES LIST FORM

PLEASE TYPE

(Note: Only typed forms will be accepted.)

DATE SUBMITTED: _____

       (Deadline for submission is September in even years)

DISCIPLINES LIST TITLE: _____

This proposal is for a

- ☐ New discipline
- ☐ Revision to existing discipline
- ☐

Reason for the proposal

- ☐ Create a new discipline
- ☐ Update language in existing discipline to reflect new
- ☐ terminology

    Make minimum qualifications in existing discipline more restrictive.

estrictive Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Discipline List Revision Handbook
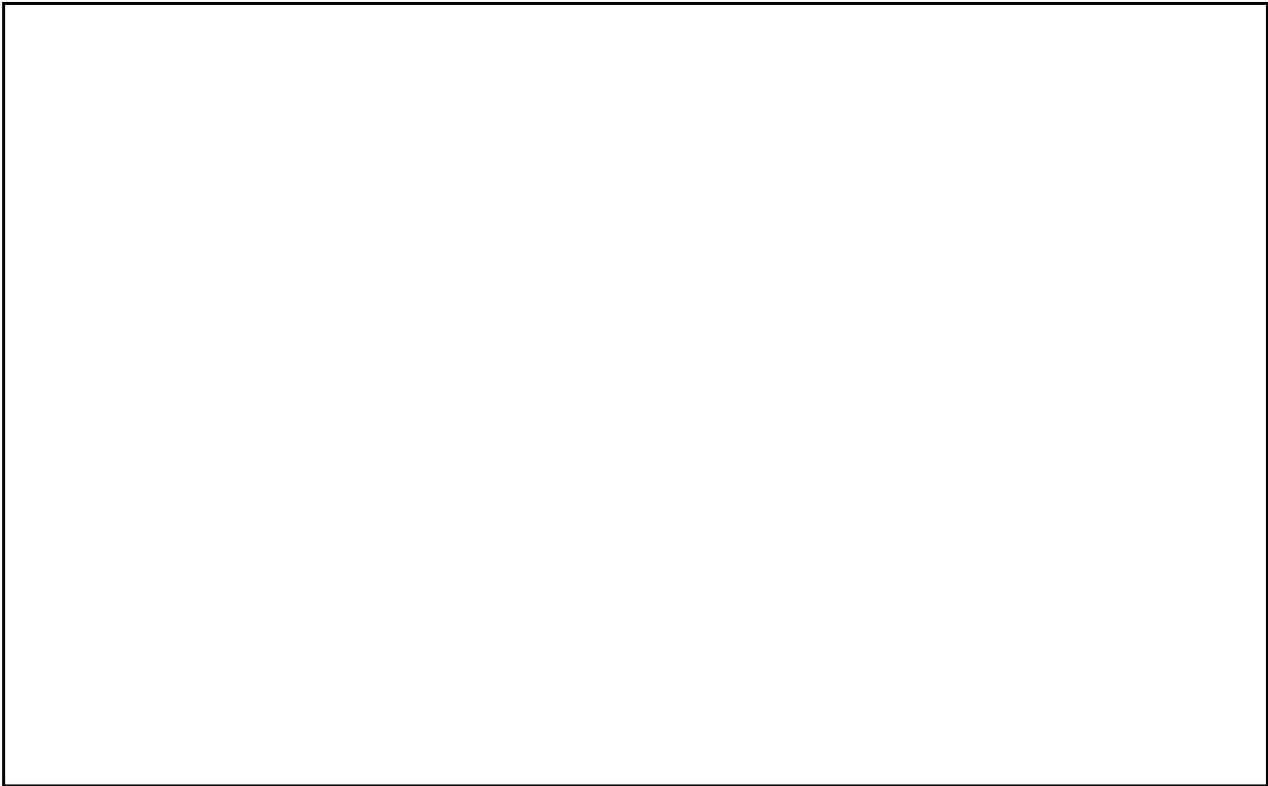
PROPOSAL EVIDENCE:

Any Disciplines List proposal must have the following evidence, as it provides the rationale which explains why the change is needed and informs the field that the research has been completed to ensure that the change is necessary. <u>A lack of documentation justifiying the need for a Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee.</u> Please use the following checklist to ensure that you have conducted all necessary research.

<u>Required</u>: *(1)* ~~i~~Investigation of the following and *(2)* ~~s~~Statement of ~~f~~Findings:

- ❑ Contacted an associated professional organization to determine support of proposal.
- ❑ Included evidence of degrees within the proposed revision of the discipline or new discipline.
- ❑ Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:
  - Minimum of three degrees
  - Regionally accredited institutions (all public institutions in California)
  - Disciplines in the Master's List require~~s~~ evidence of the availability of masters degrees
  - Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
- ❑ Provided *evidence of* statewide need ~~documented by evidence~~ to show *that* a change is necessary and *is* not merely a response to a unique need of one college, district or region. ~~Demonstrated a~~

~~balance of need across the state and~~
- ~~i~~Included a discipline seconder from another district.
- Explained the impact of proposal across the state using a list *of* ~~the~~ pro and con arguments and ~~including~~ *included* refutation of the con arguments
- Provided other evidence, such as significant changes to the field, that requires a change to the Disciplines List.

SUBMISSION

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, that it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process. *The S&P Chair will also* ~~as well as to~~ verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

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The contact person (*the initiator* or a designee) will be required to attend hearings when and where the proposal is presented. These hearings are typically held at the ASCCC plenary sessions. ~~It should be noted~~ *Please note* that the contact person is responsible for investigating and documenting the need for changes to the Discipline List.

Please reference the Disciplines List Handbook for information about the process including the role of the initiator, the Standards and Practices Committee, the Executive Committee, and the delegates. This handbook can be found on our website at http://asccc.org/disciplines-list.

Contact person (author of proposal): _____

Phone number (please provide at least two numbers and indicate if cell/home/work, etc.):
_____   _____

Email address: _____

Seconder (must be from another District): _____
Phone number (please provide at least two numbers and indicate if cell/home/work, etc.)
_____   _____

Email address: _____

Signature of College Academic Senate President[4] _____

College _____
Email address:
_____

Date approved by College Academic Senate:____   _____

OR
Organization _____
President _____
Phone for President: _____
Date Approved by Organization: _____

RETURN FORM TO: The Academic Senate for California Community Colleges
555 Capitol Mall, Suite 525, Sacramento, CA 95814
Email: disciplineslist@asccc.org

[4] By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.